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ABSTRACT

Despite the growing number of foreign students enrolled at our colleges, only minimal research has been devoted to the impact of these students on the nation's institutions of higher learning. This paper investigates the financial implications of international educational exchange for host campuses. The initial section presents an overview of foreign student enrollment at U.S. colleges and universities. The various sources of monetary support for international scholars (both graduate students and undergraduates) are then delineated; the data indicate that most foreigners studying in this country are self-supporting. The final section of the report analyzes the institutional viewpoint. Confronted with the increased financial pressures that face higher education, school administrators find it difficult to maintain and encourage student exchange programs. However, it is concluded that the multiple benefits derived from the presence of international youths on campus far exceed the costs. (Author)

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THE UNIVERSITY AND THE FOREIGN STUDENT: A FINANCIAL APPRAISAL

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Despite the growing number of foreign students enrolled at our colleges, only minimal research has been devoted to the impact of these students on the nation's institutions of higher learning. This paper investigates the financial implications of international educational exchange for host campuses.

The initial section presents an overview of foreign student enrollment at U.S. colleges and universities. The various sources of monetary support for international scholars (both graduate students and undergraduates) are then delineated; the data indicate that most foreigners studying in this country are self-supporting. The final section of the report analyzes the institutional viewpoint. Confronted with the increased financial pressures which face higher education, school administrators find it difficult to maintain and encourage student exchange programs. However, it is concluded that the multiple benefits derived from the presence of international youths on campus far exceed the costs.

This study combines both macro- and micro-level research. Examples and factual information are drawn from the total U.S. foreign student population as well as from the Florida State University System, and from a single institution, the University of Florida.

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THE UNIVERSITY AND THE FOREIGN STUDENT: A FINANCIAL APPRAISAL

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1977

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THE UNIVERSITY AND THE FOREIGN STUDENT: A FINANCIAL APPRAISAL

I. INTRODUCTION

The consciousness of an ever-smaller world composed of interdependent communities inevitably points toward the need for an increase in the exchange of knowledge about and among peoples of different nations. This reality is the concern of international education, an area variously interpreted, defined and organized by scholars in the field because it incorporates such a wide range of activities.[1] One of the most important is the exchange of persons who travel to foreign countries to study and do research at institutions of higher education.

The first recorded foreign student in the United States was Francisco de Miranda, later an outstanding Latin American patriot and statesman, who began at Yale in 1784 (Wheeler, King, & Davidson, 11). Today there are thousands of foreigners studying in the United States, and their growing numbers have been the subject of much research of varying quality; unfortunately, systematic investigation into educational exchange did not even surface until two decades ago. Even then, interest centered on the psycho-sociological influences of international students in the U.S. rather than upon the problems facing those American institutions of higher education with an

enrollment of foreign scholars (Walton, 48). Similarly, research into the financial aspects of hosting foreign students has been minimal at best. The dearth of investigation into the financial impact of international student exchange attests to a need for that type of study. This paper attempts a first step toward filling that void.

Because this study focuses upon the role which foreign students play in American higher education finance, it begins, of necessity, with a profile of the foreign student population. This initial section is followed by an in-depth study of the funding for foreign college students in this country. The paper ends with an analysis, in light of the foregoing financial discussion, of the impact which foreign students have on our campuses. Examples and information are drawn from the total U.S. foreign student population as well as from the State University System and the University of Florida.

II. FOREIGN STUDENT PROFILE

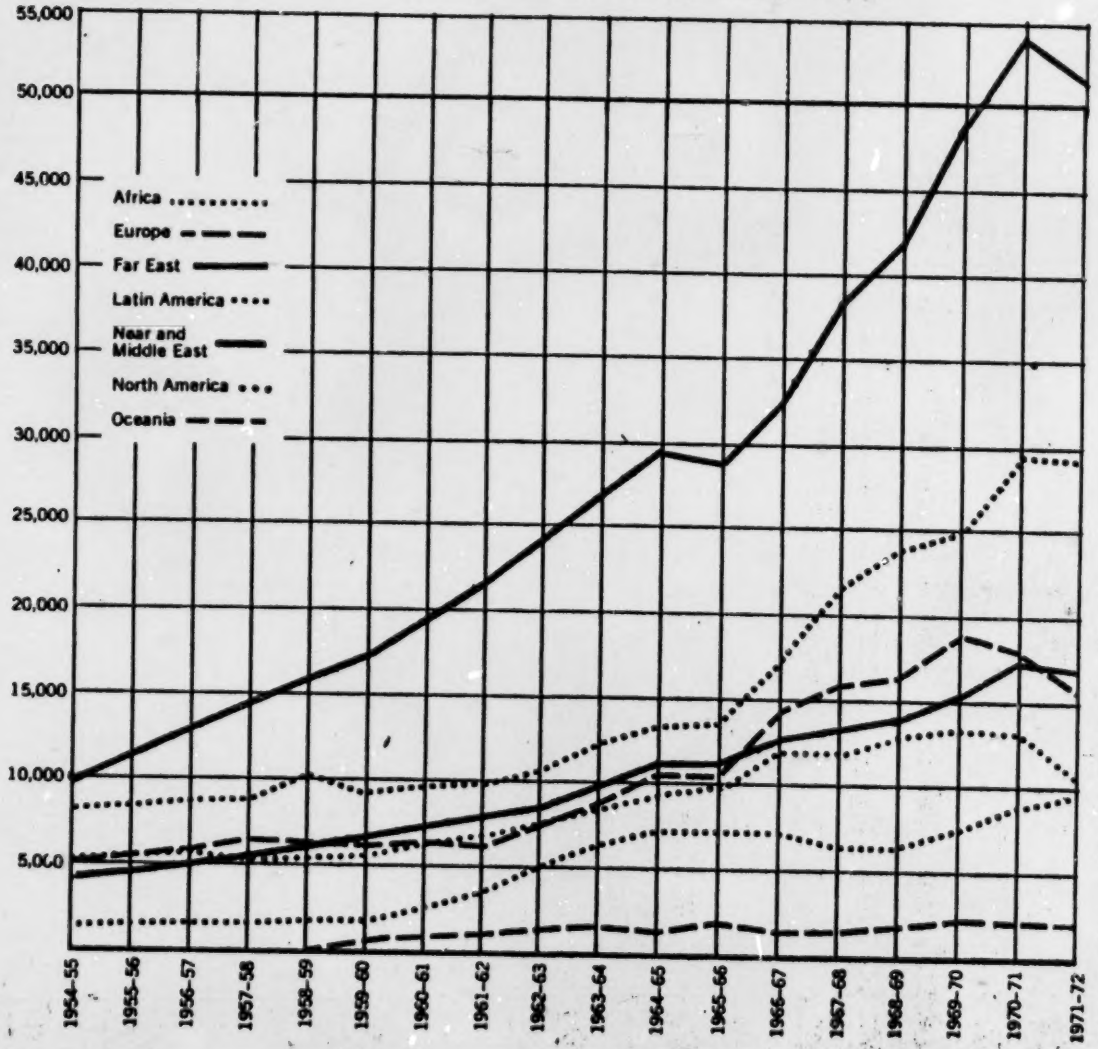
If research is to withstand the test of methodological validity, its data base must adhere to a set of criteria or standards of measurement. Thus, it becomes necessary to delineate the subject of discussion; i.e., the international exchange student. For our purposes, this student type will be determined by (1) function: "'acquiring knowledge of an intellectual or technical nature, (on an academic level), under institutionalized conditions, outside one's own social and cultural environment'" (Breitenbach, 79); and

(2) residence classification: temporary and permanent status.[2] This report follows the Institute of International Education's (IIE) guidelines, including in the tabulations both immigrant (permanent residents) and non-immigrant visa holders (IIE, 1972, 8-10).[3] Thus, the focus of this study is upon all foreign students who are enrolled in a formal academic program in U.S. institutions of higher education.

The Nation. The one outstanding characteristic of the foreign exchange student flow into this country is its phenomenal growth rate over the years. In 1930, approximately 9,600 students from foreign countries studied in the United States. By 1953, this number had grown to 33,647, an increase of 300 percent (DuBois, 3). The latest figures available for the academic year 1971-72 reveal a total foreign student population of 140,126. While this reflects an overall growth trend among international students who study here, it must be noted that 1971 marked a difference in that upward trend: when compared with the previous year's totals for the same institutions, the increase was less than one percent, an insignificant change (IIE, 1972, 4). Table I, a distribution of foreign students by country of origin, depicts well the past growth and current stabilization.

Fifty-one percent (71,432) of the foreign students were classified as undergraduates, while the graduate student population of 59,333 comprised only 42 percent (IIE, 1972, 8).

TABLE I
FOREIGN STUDENTS IN THE U.S.--1954-1972



Source: IIE, 1972, 12

The Florida State University System (SUS). This overview of national statistics on international interchange is preliminary to an examination of foreign study on the state level. With a growth rate similar to the nation as a whole, Florida's foreign student population has burgeoned; from fifth position in a ranking of states with

most exchange students during 1968-69, the Sunshine State placed third behind California and New York in 1971-72. That year Florida's institutions of higher education reported 9,585 international students, or 6.8 percent of all such students in this country (IIE, 1968, 8 and 1972, 5). However, only 17 percent of that total reflects the State University System's share of Florida's foreign student enrollment.[4] The remaining 83 percent is found in the state's private schools and community colleges. The impact of the latter is tremendous since Miami Dade Community College alone reported the largest number of exchange students of any single U.S. institution: 5,871 in 1972 (IIE, 1972, 6).

A survey conducted during a consultation for the State University System by a National Association for Foreign Student Affairs representative indicates that approximately 57 percent of SUS foreign students are undergraduates; 25 percent are Master's degree students; and 15 percent are enrolled in Ph.D. programs. Two percent were either seeking other degrees or were nondegree seeking students (Kaplan, SUS of Florida Consultation Report Draft, 1). On the basis of these figures, the SUS seems to approximate the national picture of foreign student academic level. The Florida total of 40 percent graduate students is slightly lower than the national figure, and the SUS undergraduate segment of 57 percent surpasses the United States total foreign undergraduate sector of 51 percent.

The University of Florida (U.F.). Special mention must be made of the University of Florida, which occupies a central leadership position in international student exchange in the SUS. In 1968, the University of Florida was ranked 37th among U.S. institutions of higher education in foreign student enrollment; U.F.'s foreign student body numbered 739 and comprised 3.9 percent of its total enrollment. The only Florida schools which ranked higher were Miami Dade Community College and the University of Miami[5] (IIE, 1969, 9). The following year, 1969, the University of Florida ranked 35th and in 1970 moved to 26th place, with 1,133 foreign students, a five percent portion of the total student enrollment at the school (IIE, 1970, 9 and 1971, 6). A slight decrease was recorded for 1971, when U.F. ranked 29th, with exchange scholars comprising only 4.6 percent of all students matriculated there (IIE, 1972, 7). More recent data reveals that since 1972 the enrollment of foreign exchange students at the university in Gainesville has maintained an average of approximately 1200. During the same time, however, overall enrollment has increased, resulting in a decrease in foreign students as a percentage of the entire U.F. student population. (See Appendix A, Foreign Students by Country of Origin, for enrollment statistics until 1975.) The 1200 average is reiterated even in Fall 1976 statistics produced by U.F.'s Foreign Student Office. Registration this quarter included 630 aliens and 635 resident aliens, a total foreign student enrollment of 1265.[6]

Though no designation on the basis of academic level is possible after 1972, this information exists for the four preceding years. During both 1968 and 1969, the proportion of U.F. undergraduates who were classified as aliens totalled 52 percent, while graduate students reached 48 percent. The following year, 1970, foreign undergraduates decreased to 50 percent of U.F.'s total foreign student enrollment, and foreign graduate students dropped to 47 percent; this general decline is due to an increase in the category of "special" nondegree seeking students. The last year for which statistics on academic level are available, 1971, indicates a surge in undergraduate alien enrollment to 55 percent, while foreign-born graduate students total a lower 45 percent.[7] These last figures indicate a greater discrepancy between undergraduate and graduate foreign student levels than is usual.

Summary. This profile of foreign student enrollment at United States institutions of higher education emphasizes some items of particular significance. Foreign student enrollment has been increasing, especially during the last decade. And the overall national growth in international student exchange is reflected in the entire Florida higher education system. However, the University of Florida, which has consistently ranked higher in foreign student enrollment when compared with other U.S. colleges and universities, has, in recent years, experienced a stabilization of foreign student enrollment. The distribution of the academic levels of foreigners studying in the United

States yields interesting results for the three entities already investigated in this paper: i.e., the nation as a whole, the Florida State University System, and the University of Florida. The greatest range between the two types of foreign university student (undergraduate and graduate) was found to be in the SUS international student population. This is indicative of a trend throughout the nation: a higher matriculation rate for foreign undergraduate students than for foreign graduate students. The aforementioned facts, while important in themselves, are particularly significant in this discussion of funding for international students at the university and college level.

III. FOREIGN STUDENT FINANCIAL SUPPORT

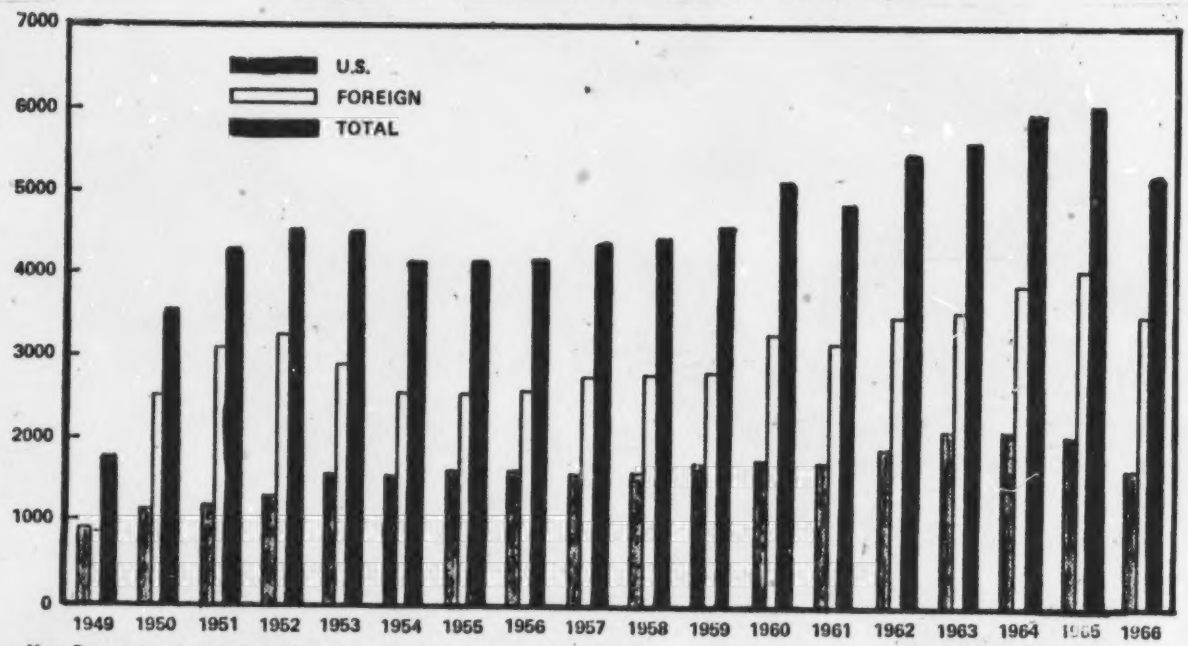
Having established that a significant number of students educated in United States colleges and universities are not, in fact, citizens of this country, it is appropriate to ask about the financial implications of such a situation. The financial resources available to foreign students, as to higher education generally, are on the decline, and international programs have been seriously affected by a drastic curtailment of funds.[8] This scarcity of money has made the position of international exchange students within the U.S. postsecondary educational systems precarious at best. The following discussion will attempt to address this issue.

The Nation. The facts about financial support for international exchange students in this country were not clearly recorded until two decades ago. The earliest information available (1925) indicates that fully 40 percent of U.S. institutions were not aware of the types of financial aid received by their foreign students. Of the remaining 60 percent, which did keep such records, 43 percent indicated that they gave special financial aid to international students, while 50 percent revealed that they awarded no monies. However, approximately half of the exchange students were either partially or wholly dependent upon their own labor (Wheeler, King, & Davidson, xxi-xxii and 155-156).

Since World War II, better records of financial aid for international students have been kept because of the U.S. government's increased involvement with educational exchange. The government's role in international education has evolved in three stages: (1) fostering knowledge about other nations, (2) encouraging cultural and educational exchanges and (3) promoting technical assistance programs and the advocacy of "development education" (Chiappetta, 89).[9] This last stage of government involvement incorporates the training of foreign nationals in U.S. institutions as only one of several activities; therefore, it is preferable for the purposes of this paper to focus upon stage two, since its basic thrust is educational interchange between nations.

The embodiment of stage two was contained in the 1946 Fulbright program, which included, for the first time in U.S. foreign policy, a two-way flow of students, teachers, and researchers from many countries not in the U.S. sphere of influence. The 1961 Fulbright-Hays Act subsequently consolidated all legislation written on the international exchange of scholars and placed all exchange programs under the Department of State (Sanders and Ward, 135). The size, growth and scope of this program are evident in Table II, Number of Grantees by Years, 1949-1966, and in Table III, U.S. Government Appropriations for Educational Exchange, 1947-1966.

TABLE II
NUMBER OF GRANTEES BY YEARS--1949-1966

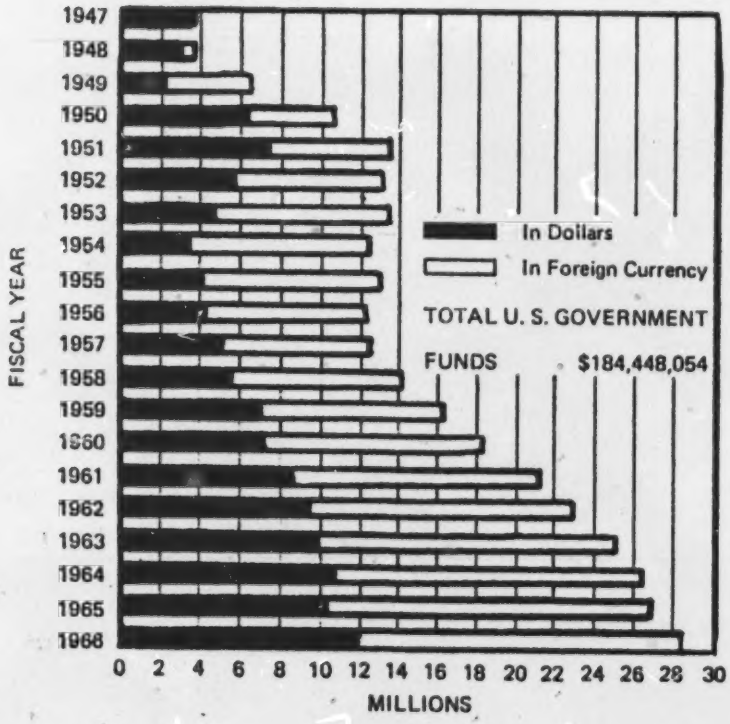


Note: By category of grant, the total grantees 1949-66 were: (a) students—foreign, 33,234; U.S., 14,716; (b) teachers—foreign, 10,068; U.S., 5,726; (c) lecturers—foreign, 2,011; U.S., 5,408; (d) research scholars—foreign, 7,393; U.S., 8,147; and (e) 882 foreign grantees in short-term social work and study programs.
Source: *International Educational Exchange: The Opening Decades, 1946-1966* (Report of the U.S. Board of Foreign Scholarships [Washington: Government Printing Office 1966]), p. 9.

FIG. 1.—Number of grantees by years, 1949-66

Source: International Educational Exchange: The Opening Decades, 1946-1966 in Chiappetta, 94.

TABLE III
U.S. GOVERNMENT APPROPRIATIONS
FOR EDUCATIONAL EXCHANGE--1947-1966



Source: International Educational Exchange: The Opening Decades, 1946-1966 in Chiappetta, 95.

Table II indicates that the total number of foreign students receiving U.S. government funding during the 17 year period from 1949 to 1966 was 33,234. By 1971, the sum had reached 41,103 (The Board of Foreign Scholarships, 29). Although Table III does not specify expenditures designated for foreign academicians, the rise in government appropriations for international education was manifest until 1966. After that year, federal funds for international education decreased to approximately $17 million in 1971 (The Board of Foreign Scholarships, 34).

Another notable feature of the U.S. government's Fulbright aid program for foreign scholars is a breakdown of the contributors to that program. In 1964, 63 percent of the funds for academic interchange came from the U.S. government; non-government U.S. sources contributed 29 percent, and foreign governments contributed 8 percent of the total available monies (Chiappetta, 93). This picture changed during the year 1970 when U.S. government expenditures reached only a 53 percent share; both non-government U.S. sources and foreign governments increased their share of the burden, to 34 percent and 13 percent respectively (The Board of Foreign Scholarships, 24).

The preceding analysis of federal funding for foreign students is echoed in data supplied by the Institute on International Education's Report on International Exchange for the years 1968 through 1972.[10] Surveys for those years revealed 10 possible categories for support for foreign students, including the federal government, the student's own government, private organizations, and the academic institutions which enroll foreign scholars. The largest source of financial support for the foreigner comes from the student's own family, or his own finances. Therefore, many of the foreign students who study in the United States are basically self-supporting.

During the four-year period 1968-1972, the proportion of financially independent foreign students ranged from a high of 37 percent to a low of 34 percent. Universities and colleges provided 17 percent, and the U.S. government supported 7 percent of academia's aliens, in whole or in part, in 1968, though this number was subsequently reduced

to only 4 percent in 1971. There is one category which has yet to be mentioned, that of the non-respondent. From a low of 25 percent in 1968, the proportion of foreign students for whom the source of support was not known rose to approximately 37 percent in 1970. This large figure (equalling that percentage of self-supporting foreign students) could result in a possible distortion of the data. However, when one considers that valuable information was obtained about the majority of foreign students and their financial backing, the tabulations can be considered representative. Table IV presents the funding situation broken down by academic level, total numbers of students who use a specific means of support, and the proportional rate for each type of support. The chart substantiates the widely held assumption that graduate students are supported by the schools and the government more frequently than are undergraduates. It is not surprising, then, to find that twice as many undergraduates as foreign graduate students are self-supporting.

The Florida SUS. The alien student body of Florida's nine universities, when ranked according to the kinds of aid received, reflects proportions which differ considerably from the national figures. Approximately 71 percent of SUS foreign students are either partially (45 percent) or fully (26 percent) funded. Only 28 percent of those students are self-supporting. Fewer Florida state system foreign students are financially self-sufficient than the national overall proportion of 37 percent. The higher

Table IV
Sources of Support of Foreign Students--1971-1972

Self-Supporting	Undergraduates	33,282
51,844	Graduates	16,505
37.0%	Others*	2,057
U.S. Institution	Undergraduates	6,135
21,385	Graduates	14,866
15.3%	Others	384
Private Organization	Undergraduates	2,064
6,674	Graduates	4,220
4.8%	Others	390
U.S. Government	Undergraduates	1,304
4,078	Graduates	2,642
2.9%	Others	132
Foreign Government	Undergraduates	2,389
5,084	Graduates	2,521
3.6%	Others	174
U.S. Institution and Private Organization	Undergraduates	257
659	Graduates	380
0.5%	Others	22
U.S. Government and U.S. Institution	Undergraduates	332
744	Graduates	401
0.5%	Others	11
Foreign Government and U.S. Institution	Undergraduates	273
696	Graduates	412
0.5%	Others	11
U.S. Government and Private Organization	Undergraduates	53
203	Graduates	147
0.1%	Others	3
Foreign Government and Private Organization	Undergraduates	79
268	Graduates	182
0.2%	Others	7
Support Not Known	Undergraduates	25,264
48,491	Graduates	17,057
34.6%	Others	6,170

*Indicates special, non-degree seeking students and/or no response.
Source: IIE, 1972, 11.

figure for SUS students funded from outside sources is partly the result of the accessibility of more complete information that was available on the national level (i.e., the SUS recorded fewer non-respondents) (Kaplan, Foreign Students in the State University System of Florida, 4).

The University of Florida. Comparison of sources of foreign student aid is not possible between the SUS and one of its institutions, the University of Florida. That school fully expects its international students to provide their own source of funding and warns them to do so in admissions information supplied by the International Student Center:

> Because of the very limited financial assistance that is available and the strong competition for such types of assistance, you must be fully aware that you cannot depend on such aid to finance your stay in the United States. It must be realized that the University of Florida does not have funds or appointments specifically set aside for foreign students. (See Appendix B for the Financial Assistance Information form and the Confidential Financial Statement sent to prospective international students by the U.F. International Student Services office.)

Financial security is so important for enrollment at the university that the foreign student is directed to furnish the U.S. consul with evidence that he has enough U.S. currency to support his education while in Gainesville (Bulletin of Information for Prospective International Students, 7). However, there do exist certain legislative appropriations for out-of-state tuition waivers designated specifically for foreign undergraduate students. The monies extended for this purpose totalled $53,876 for

both the 1975-76 and 1976-77 academic years. As of this fall quarter, 46 undergraduate foreign students have been awarded these waivers.[11]

Summary. The education of foreign students in American institutions of higher education is contingent upon adequate financing. To discover the various sources for graduate and undergraduate foreign student support has been the aim of this study. It was learned that despite a number of possible financial arrangements, a great many international students themselves bear the burden for their "study abroad" experience. Although public monies have been used since 1946 to finance international education through government support of the much-praised Fulbright student exchange program, during the past decade federal support has dwindled somewhat, making international education an even smaller priority for the U.S. government. Institutional support of foreign academicians has been substantial but is also lessening.[12] An important, if self-evident, conclusion is that although many foreign graduate students are supported by outside funds, most foreign undergraduates are primarily self-supporting, financially independent.

IV. ANALYSIS

Young people who decide to travel abroad to obtain a higher education can be confronted with a very insecure existence. College administrators diagnosed the most pressing problem of foreign student admission to be finances and costs (Cieslak, 104). Tuition costs are rising con-

tinuously; some states which previously gave preferential treatment to foreign non-residents are changing their policies (Winkler, 3). Some have speculated that the total cost of an education for a foreign student could be as high as $13,000 yearly; a generally accepted estimate is an average of $800.00 per month (Graduate Education of Foreign Students: Crucial Issues, 2). Loan repayment presents difficulties because of the employment regulations for aliens, making that an unacceptable option. Competition for certain scholarships is prohibited to international students and, in at least one state, foreign graduate students are forbidden to teach courses (Sanders and Ward, 147-148). Other financial resources (private and international agencies, federal government) have become more scarce--and the limited funds which exist are committed for domestic minorities. The outlook for adequate funding for international students is dim, transforming opportunity into elitism.

The institutional viewpoint, though it may be sympathetic to the plight of the international student, must, of necessity, encompass the totality of programs and priorities on campus. It requires more money per capita to educate foreign students properly than it does to educate native students (Colligan, et al., 22).[13] A trained staff, headed by a Foreign Student Advisor, is a necessary support service for an active foreign student body; such personnel must have the ability to solve problems from the Immigration and Naturalization Service and deal with

the evaluation of foreign academic credentials (Shank, 10). The extent of the commitment demanded of a college or university which decides to encourage foreign student exchange will be understood after reading the extensive list of recommendations offered to the Florida Board of Regents by a National Association for Foreign Student Affairs consultant. (See Appendix C.) The support of international student exchange cannot be taken lightly.

The reality of imminent financial disaster in higher education weighs heavily upon conscientious university administrators. To maintain and even encourage foreign student exchange programs when confronted with such monetary pressures is especially difficult. The motivation to support international educational goals can be economically, politically or humanistically oriented (Brembeck, 192-194). Persuasive indeed is the argument that self-supporting foreign students not only generate huge sums of incoming capital through their consumption patterns but also a substantial amount of local taxes; this logic has produced speculation that SUS foreign students alone could bring approximately ten million dollars yearly into Florida (Kaplan, Foreign Students in the State University System of Florida, 24-25).

Among the best rationales for a commitment to international students is the University of Florida's policy statement, which lists benefits provided by foreign students to both the state and the nation:

Benefits for Florida Students

(a) An understanding of local problems in their global context
(b) An understanding of one's own culture as others see it
(c) An awareness of the variety of solutions to common human problems
(d) A basis for reciprocity for Florida students whose studies and research training often necessitates experience abroad

Benefits for the United States

(a) Former foreign students, those who are pro-United States, often hold important positions in their government
(b) They establish meaningful contacts leading toward international scientific cooperation in many fields
(c) Those from the Caribbean and Latin American countries contribute to the future economic progress of the state of Florida (University of Florida, 3)

In the final analysis, it must be acknowledged that the multiple benefits derived from a productive program of international student exchange far exceed the costs. U.S. colleges and universities must recognize the importance of the international student and promote his presence in the American college community.

IV. Notes

[1]The historical interpretation of the term "international education" is discussed in Shane, The United States and International Education, 3-14. See also the classification system of international studies used by Sanders and Ward in Bridges to Understanding, 4-5.

[2]The University of Florida distinguishes its foreign students on the basis of permanent or temporary residence in this country; they are classified as aliens or resident aliens.

[3]IIE's rationale for reporting all foreign nationals together, regardless of their intention to remain in the U.S. as immigrants or to return to their home countries, is that all foreign students share significant characteristics and require similar services from colleges and universities.

[4]This figure is derived from the Institute of International Education's annual census published in Open Doors, 1972.

[5]In 1968, Miami Dade ranked second with 11.7 percent of its total enrollment comprised of foreign students, and the University of Miami placed tenth.

[6]Fall 1976 foreign student enrollment was given to this student in a verbal communication at the Foreign Student Center. This is noted in the bibliography under Dr. Richard Downie, Assistant Dean for International Student Services.

[7]The proportions in this paragraph are derived from the Institute of International Education's annual census published in Open Doors, 1972.

[8]The Carnegie Commission, acknowledging the "deepening crisis" for international education, authorized a report on international programs. See Chapter 1 of Sanders and Ward's Bridges to Understanding, 1-9.

[9]It is not within the scope of this paper to present a detailed analysis of the historical development of U.S. involvement in international education. However, two views on U.S. educational policy and technical assistance abroad include Butts' American Education in International Development and Problems and Prospects in International Education by Scanlon and Shields.

[10]This data can be found in Open Doors, 1969, 1970, 1971, and 1972.

[11]The number of these tuition waivers was confirmed in verbal communication with Mr. Glenn Steckel, Assistant Director for Student Financial Affairs, and with personnel in the International Student Center.

[12]Because our figures reflect only institutional support as a whole, there is no way to distinguish exact support given foreign students by private or public institutions. Such a division would be desirable in order to ascertain the amount of public funds spent on foreign student support.

[13]To minimize the costs of international student services, the creation of a centralized Office of International Student Affairs and other inter-institutional arrangements are suggested by Shepherd Witman in his report Inter-Institutional Cooperation and International Education, 28-29.

VI. APPENDICES

APPENDIX A
FOREIGN STUDENTS BY COUNTRY OF ORIGIN
FALL TERMS

COUNTRY	1968	1969	1970	1971	1972	1973	1974	1975
Afghanistan	--	--	--	--	--	--	--	1
Antigua	--	--	--	--	1	--	1	--
Argentina	3	4	7	4	9	8	1	3
Australia	6	14	22	7	6	7	6	6
Austria	1	1	1	--	--	--	--	--
Bahamas	1	1	4	7	5	6	5	3
Bangladesh	--	--	--	--	1	1	6	4
Barbados	1	1	1	1	--	--	--	1
Belgium	2	5	6	2	1	--	--	4
Belize	--	--	--	--	--	--	1	3
Bermuda	--	1	1	1	1	1	--	1
Biafra	--	--	1	1	--	--	--	--
Bolivia	2	1	--	--	1	3	1	1
Brazil	10	16	16	16	20	25	39	42
British Honduras	3	2	1	--	--	--	7	--
Burma	1	3	1	--	--	--	--	--
Cameroon	--	--	1	1	3	3	2	2
Cambodia	--	--	--	--	--	--	1	1
Canada	17	60	27	53	70	78	16	12
Ceylon	--	--	--	1	1	--	--	2
Chile	4	6	7	8	6	6	4	4
Rep. of China (Taiwan)	31	63	96	104	111	106	84	79
Colombia	22	29	33	41	36	35	23	27
Congo	--	--	--	1	1	1	--	1
Costa Rica	5	9	5	7	11	10	7	6
Cuba*	328	370	415	439	425	379	*	4
Cyprus	--	1	2	--	1	1	--	--
Czechoslovakia	1	4	1	--	1	1	--	--

*Many students of Cuban origin are not classified as alien by the Registrar, but they are not U.S. citizens. They are classified under U.S. Resident Aliens.

FOREIGN STUDENTS BY COUNTRY OF ORIGIN
FALL TERMS

COUNTRY	1968	1969	1970	1971	1972	1973	1974	1975
Denmark	3	4	2	4	3	2	1	--
Dominican Republic	--	--	1	1	1	1	3	6
Ecuador	3	3	3	8	7	6	12	9
El Salvador	6	7	7	6	8	7	7	8
Egypt	--	--	--	--	--	--	--	3
Ethiopia	3	2	1	6	7	8	8	9
Finland	--	2	1	1	2	2	3	1
France	3	4	9	14	11	11	10	7
French West Indies	--	--	--	--	--	1	--	1
Germany (West)	10	26	23	14	12	12	8	7
Ghana	--	--	3	3	2	1	4	3
Greece	2	7	6	10	13	16	8	7
Guatemala	6	6	6	4	8	7	8	7
Guyana	1	1	2	6	3	1	3	3
Haiti	--	--	2	2	3	3	3	1
Honduras	2	5	2	10	13	10	3	8
Hong Kong	5	7	11	18	20	28	20	13
Hungary	--	1	--	--	2	1	--	1
India	53	87	107	91	84	65	79	48
Indonesia	1	7	4	3	2	2	3	1
Iran	4	6	12	16	22	38	51	57
Iraq	3	3	6	4	4	1	2	1
Ireland	3	5	4	2	5	2	--	1
Israel	3	8	6	5	11	17	8	3
Italy	2	7	5	4	3	1	1	1
Ivory Coast	--	--	--	--	--	--	1	1
Jamaica	3	6	6	7	14	13	17	19
Japan	3	14	10	9	19	7	14	12
Jordan	4	3	6	6	8	6	4	5
Kenya	1	2	4	2	2	1	--	1
Korea	9	13	19	16	17	13	12	16
Kuwait	--	--	1	1	--	1	3	1

FOREIGN STUDENTS BY COUNTRY OF ORIGIN
FALL TERMS

COUNTRY	1968	1969	1970	1971	1972	1973	1974	1975
Lebanon	3	4	10	10	8	15	15	14
Liberia	--	--	--	--	--	3	3	2
Libya	--	--	--	--	3	--	1	2
Luxembourg	--	--	--	--	--	--	--	1
Malawi	--	--	--	--	--	--	2	1
Malaysia	3	4	4	1	8	12	15	19
Mexico	5	8	5	2	1	9	12	10
Morocco	--	--	--	1	1	--	--	--
Mozambique	--	--	--	--	--	1	1	1
Nepal	1	1	2	1	1	2	1	--
Netherlands	6	12	17	8	5	6	4	16
Netherlands Antilles	--	2	1	3	5	3	--	--
New Zealand	1	1	--	5	3	1	--	2
Nicaragua	4	2	6	3	5	5	5	5
Nigeria	1	2	4	9	9	10	11	12
Norway	1	1	3	2	2	--	2	1
Okinawa (Ryuku Islands)	1	--	--	--	--	--	--	--
Pakistan	4	9	9	9	11	13	17	16
Palestine	--	--	--	--	--	--	1	1
Panama	5	6	9	14	8	8	5	5
Paraguay	2	1	--	--	--	--	--	2
Peru	5	4	8	7	3	8	11	7
Philippines	2	6	6	10	9	6	4	4
Poland	--	5	1	1	--	1	5	4
Portugal	--	1	--	1	2	3	2	2
Rhodesia	--	1	1	--	--	1	--	--
Romania	1	--	--	--	1	--	1	--
Saudi Arabia	--	--	1	2	2	1	--	--
Sierra Leone	--	1	1	1	--	--	2	2
Singapore	1	1	1	1	--	--	--	--
Somaliland	--	1	1	1	--	--	--	--

FOREIGN STUDENTS BY COUNTRY OF ORIGIN
FALL TERMS

COUNTRY	1968	1969	1970	1971	1972	1973	1974	1975
South Africa	1	1	6	3	3	2	2	1
Spain	2	2	2	2	6	5	3	9
St. Lucia	1	1	--	--	--	--	--	--
Sudan	--	--	--	--	--	1	3	7
Sweden	--	7	4	4	5	--	2	1
Switzerland	1	3	3	3	7	4	7	2
Syria	3	8	8	6	6	6	6	3
Tanzania	--	--	--	--	--	--	2	--
Thailand	6	5	12	21	25	25	22	29
Trinidad	--	--	2	3	6	6	6	4
Tunisia	--	--	1	--	--	--	--	--
Turkey	3	5	3	4	8	9	8	17
Uganda	--	--	--	2	4	2	--	--
Uruguay	--	--	--	--	--	--	--	1
U.S.S.R.	--	--	--	--	2	--	--	--
United Arab Republic	6	4	7	5	6	8	11	--
United Kingdom	6	29	30	26	27	20	5	8
U.S. Resident Aliens	--	--	--	--	--	--	622	341
Venezuela	7	25	35	25	37	49	56	44
Vietnam	3	3	14	24	29	29	33	26
Yugoslavia	--	--	--	--	1	2	1	--
Zaire	--	--	--	--	--	--	4	8
Stateless	--	--	--	--	2	1	--	--
TOTAL	656	993	1,134	1,187	1,278	1,232	1,413	1,098
United States	19,192	19,776	21,119	22,306	22,292	24,409	26,919	27,091

Source: Foreign Student Office
University of Florida Fact Book, Office of Academic Affairs, March 1976, 10-13.

APPENDIX B1
INTERNATIONAL STUDENT SERVICES
UNIVERSITY OF FLORIDA

FINANCIAL ASSISTANCE INFORMATION

Before coming to the University of Florida, The International Student is expected to have arranged for adequate funds for the entire program of study and be prepared to pay at the opening of the quarter his tuition and fees in full, buy books and supplies, pay his lodgings expenses, and meet the other expenses normally encountered by students. The ability to meet these expenses must be verified and substantiated by completion of the "Confidential Financial Statement."

Because of the very limited financial assistance that is available and the strong competition for such types of assistance, you must be fully aware that you cannot depend on such aid to finance your stay in the United States. It must be realized that the University of Florida does not have funds or appointments specifically set aside for foreign students.

UNDERGRADUATE STUDENTS

The Board of Regents of the State University System of Florida provides a very limited number of Out-of-State Resident Fee Waivers to undergraduate foreign students. Such statements must be in good standing with unforeseen financial need in emergency situations which can be substantiated. These waivers partially cover out-of-state tuition fees. There are no funds available for maintenance. Fee waivers are limited to needy foreign students who as a full-fime student, working toward a first bachelor degree and classified 1 through 5.

Applications for fee waivers for a 3-term period of Fall, Winter, and Spring must be filed no later than the preceding May. Applications for a one term period must be received one month prior to the month in which the quarter begins.

The Committee on Financial Assistance for International Students will notify the applicant of the Committee's decision.

GRADUATE STUDENTS

It is sometimes possible for an international graduate student of distinction to receive an appointment in his academic department, but this opportunity is rare and is usually granted only after observation of the student for at least two quarters. Information about such assistantships can be obtained directly from the Chairman of the academic department of interest.

For information concerning the United States Government Scholarship program or other policies for assistance, students may consult the U.S. Consulate or Embassy nearest them. The Institute of International Education has established screening committees throughout the world to recommend students to the main office in New York City (809 United Nations Plaza, N.Y., N.Y. 10017) for possible placement in colleges and universities in the United States.

APPENDIX B2
INTERNATIONAL STUDENT SERVICES
INTERNATIONAL CENTER, BLDG. AE
UNIVERSITY OF FLORIDA
GAINESVILLE, FLORIDA 32611

CONFIDENTIAL FINANCIAL STATEMENT

Applicants, their sponsor, or family member, if appropriate, should fill out the form completely, and return it to the address above.

THE APPROXIMATE COST OF ONE ACADEMIC YEAR (TWELVE MONTHS) AT THE UNIVERSITY OF FLORIDA FOR TUITION, FEES, BOOKS, ROOM RENTAL AND MEAL IN ADDITION TO PERSONAL EXPENSES IS: $6,600.00 FOR GRADUATE STUDENTS AND $6,000.00 FOR UNDERGRADUATE STUDENTS.

NAME: _____

Nationality: _____ Graduate _____ Undergraduate ___

For which quarter are you applying for admission?

Fall 19__, Winter 19__, Spring 19__, Summer 19__

Total amount of U.S. dollars you will have available for EACH YEAR while you are in the United States? _____

Name of Financial Sponsor or Agency and Address	Amount Available Each Year	When will funds be available?

Have you been awarded an assistantship from the University of Florida? If so, please indicate the Department and the terms and amounts of your award.

_____

If there are persons who will be dependent on you for financial support while you are attending the University, list below.

Name	Age	Relationship to you

What are your plans for their financial support during the time you are in the United States? _____

_____

(See next page)

Students who are receiving scholarship, fellowships, or loans from their home country, home university or any organization, committee or educational institution in their home country or in the United States should arrange for the appropriate agency representative to provide a copy of the contract or a letter for this office. Such letters must include the terms of award, amount awarded and length of time the agency will be responsible for financial support. NOTE: If the agency is to be billed for tuition fees, health insurance, medical expenses, books, etc., the contract or letter must clearly designate billing procedures and the expenses for which the agency or sponsor will be responsible as well as any limitations on such expenses. The University of Florida cannot provide for the billing of such expenses without specific instructions and authorization by the sponsor.

I certify that I have read and understand the contents and requirements designated in this form and that the statements given by me are complete and accurate. I further understand that the University of Florida is unable to provide financial assistance beyond any assistantship that may have been awarded to me by the department to which I am applying for admission.

_____ _____

Signature of Applicant Date

_____ _____

Signature of Sponsor (or family member) Date

Name and address of responsible officer for scholarship agency if applicable. If agency is in the United States, please provide a telephone number.

APPENDIX C
RECOMMENDATIONS TO THE BOARD OR REGENTS FOR IMPROVEMENT OF SERVICES TO FOREIGN STUDENTS

RECOMMENDATION A: It is recommended that the Board of Regents appoint from among its members, with whatever other resources it may wish to pre-empt to itself from within or without the State University System, a special committee or task force, and that such a committee or task force specifically be charged to develop, for the approval of the full Board of Regents and whatever other agencies Florida School Law may dictate, a detailed statement of policy governing the international interchange of persons for educational purposes.

RECOMMENDATION B: It is recommended that the Board of Regents take special cognizance of the obligations incurred in the matriculation of students from linguistically and culturally diverse background and that the Board of Regents encourage in all practicable ways the development of methods to provide special necessary services to these populations, regardless of their country of origin, in cost-effective and efficient ways.

RECOMMENDATION B1: It is, therefore, recommended that all foreign student admissions processing be centralized in a single statewide agency, and that all applications for admission be funneled through such a central agency for interpretation while at the same time all admitting authority remain vested in the individual institutions.

RECOMMENDATION B2: It is, therefore, recommended that one or more centers for English language instruction and/or pre-entry orientation be developed at sites in the state proximate to the largest centers of student population, and that these centers be separate from any existing institution so that they may be operated by the State University System on a System-wide basis, so that they may be operated on a continuing basis throughout the year independent of the academic calendar, and so that they may be authorized to develop a tuition structure based on actual cost plus reasonable overhead independent of any existing institutional tuition cost.

RECOMMENDATION B3: It is, therefore, recommended that a regular line position bearing the title Foreign Student Advisor be made available to each institution in the System, and that such a position by designation and salary provide the incumbent with sufficient status to perform his duties, and that the responsibilities of the position include at least institutional authority to issue for the given institution the United States Immigration and Naturalization Service Visa Certificate of Eligibility (Form I-20) and related documents, institutional authority to participate in all subsequent relations between an individual foreign student and any and all appropriate agencies of the federal government, and institutional authority to provide all non-academic counselling, in addition to such other duties as the individual institution and/or the Board of Regents may deem appropriate.

RECOMMENDATION B4: It is, therefore, recommended that each academic unit within each of the several institutions of the System be authorized to designate one faculty member as the academic advisor to foreign students (serving perhaps on a two or three year rotational basis) at such time as the academic unit enrolls more than one foreign student.

RECOMMENDATION B5: It is, therefore, recommended that the State University System make available regular and substantial financial aid to foreign students in the form of renewable tuition waivers and low-cost loan funds specifically identified solely for this population.

RECOMMENDATION B6: It is, therefore, recommended that the State University System seek collective bids from carriers of international group insurance providing maximum benefits to insured foreign students and that such coverage be made available to all foreign students at the time of acceptance to any unit of the State University System.

RECOMMENDATION C: It is, therefore, recommended that the Board of Regents take special cognizance of the resource represented by the foreign student both to the institution he attends and to the community in which that institution is located and that the Board of Regents encourage in all practicable ways the development of methods to utilize the resources provided by foreign students.

RECOMMENDATION C1: It is, therefore, recommended that the respective academic units in each individual institution within the State University System be encouraged to develop "comparative" courses designed to take specific advantage of the educational resource represented by the foreign student.

RECOMMENDATION C2: It is, therefore, recommended that those academic units having a critical mass of foreign students sufficient to justify their doing so be encouraged to develop special credit academic courses designed for the first and last terms of the residence of such foreign students, intitially to orient them to education in this country, to the requisite learning style, and to the state of their major discipline, and terminally to reorient them to their own cultures and to the applicability of their major fields to conditions in those cultures.

RECOMMENDATION C3: It is, therefore, recommended that the individual institutions in the State University System, under the guidance of the Chancellor's Office and the Board of Regents, be encouraged to develop international outreach through direct relations with other institutions and with agencies of government across national boundaries, through the equal exchange of students and faculty and, where possible, through the implementation of cooperative or joint academic programs.

RECOMMENDATION D: It is, therefore, recommended that the "Board of Regents Policy Based on Articulation Agreement Between the State Universities and Public Junior Colleges of Florida" be modified to take specific cognizance of the transfer of foreign students and to indicate specific regulations pertaining to English language proficiency, to eligibility for financial aid, and to academic standards relating to transferred credit.

These recommendations are offered as a "shopping list," since none of them are in any definitive sense related to each other except that all of them depend to some degree on the implementation of the first. It is to be hoped that these recommendations will be both practical and helpful to the State University System in its long-range educational objectives.

Source: Kaplan, Foreign Students in the State University System of Florida, 4-6.

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